

Alaska 21st Century Community Learning Centers

Statewide Evaluation FY11 – FY12

Prepared for:
**State of Alaska
Department of Education and Early Development**

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Alaska 21st CCLC

Alaska 21st CCLC consisted of 13 active grants distributed across 8 grantees in FY11 and/or FY12. Seven grantees were school districts, the eighth was the Boys and Girls Club of the Kenai Peninsula. In all, 44 centers operated during FY11 and 44 in FY12. Alaska 21st CCLC programs served an average of approximately 5,000 students in FY11 and FY12, approximately 3,500 (two thirds) of whom were defined as “regular attendees,” i.e. students who attended for 30 days or more.

Centers provided a variety of services that varied depending on local priorities and the target population. Following were the most common:

- Educational enrichment (98% of centers)
- Tutoring (59%)
- Homework help (93%)
- Recreation (89%)
- Activities to promote youth leadership (55%)
- Drug/violence prevention (48%)

With respect to federally required outcomes, Alaska 21st CCLC programs compare favorably to the average of five states judged similar to Alaska: Washington, Oregon, Idaho, Wyoming and North Dakota.

Approach

This evaluation of Alaska 21st CCLC programs is based primarily on data available in PPICS, the 21st Century Profile and Performance Information Collection System, for FY2011 and FY2012. The report uses PPICS data to address two aspects of Alaska 21st CCLC performance:

- Performance relative to Government Performance and Results Act (GPRA) measures, and
- Performance relative to locally identified performance measures.

The report also includes an overview of locally conducted evaluations based on the reports submitted to the Alaska Department of Education and Early Development (ADEED) by each grantee.

The Alaska statewide evaluation process also includes selected site visits and detailed quality assessments conducted by the state evaluator with individual Alaska programs. Results from those assessments are reported separately and individually as the assessments are performed. Their purpose is to help support a process of continuous improvement by each grantee and the state program as a whole.

Key Findings

PPICS data indicates that:

- With the exception of improvement in reading assessment scores for FY11, Alaska continues to outpace 5 similar states in performance by regular participants on all 8 GPRA measures of educational and social benefits and positive behavioral change.
- 100 percent of Alaska programs provided academic enrichment opportunities and emphasis on core academic areas.
- The programs served a total of 4,851 students in FY11, 71 percent of whom (3,430 students) were regular attendees. In FY12, the programs served 5,356 students, 68 percent of whom (3,650 students) were regular attendees. The proportion of regular attendees averaged 81 percent among K-5 students, 67 percent among middle school students, and 41 percent among high school students.
- In FY12, 62 percent of regular attendees were in grades K-5, 17 percent in grades 6-8 and 21 percent in high school.
- In FY12, 65 percent of regular attendees were proficient or above in reading/language arts and 55 percent were proficient or above in math by the end of the school year. These figures are comparable to the three previous years.
- Alaska programs experienced considerable variability with respect to meeting locally identified performance goals. Since the rationales for selecting these benchmarks and the ability of local programs to measure them vary from program to program, and in some cases from center to center, there is little basis for drawing generalized conclusions. These measures are best interpreted in the context of each local evaluation process. The fall 2013 annual 21st CCLC evaluation training session for program directors will include a component on local measures and will explore different approaches to setting and tracking goals at the local level.

Review of seven FY11 and/or FY12 local evaluation reports indicates that:

- In the past two years, two grantees have established comprehensive evaluation processes using experienced outside evaluators and structured site visits that employ field-tested assessment tools.
- As of FY12, four grantees used internal evaluators and three used external evaluators.
- Four of the seven evaluation reports included specific conclusions and recommendations, and a fifth addresses this area more generally.
- FY12 evaluations show some increase in attention to how local evaluation will be incorporated into a structured process for continuous improvement. Past statewide trainings have stressed the importance of using evaluation results.
- Overall, there is still room for improvement in the quality and use of local evaluations.

Evaluation Purpose

The Alaska Department of Education and Early Development (EED) contracted with McDowell Group for evaluation of the statewide Alaska 21st CCLC program. This report analyzes impact and other data about Alaska grantees that were active in FY11 or FY12.

Evaluation Methodology

Evaluation of the FY11 through FY12 program years is based on historical data obtained primarily from the 21st Century Profile and Performance Information Collection System (PPICS) and EED records. It includes a review of internal evaluations performed by individual grantees during the period. The statewide evaluation process also includes on-site observations and quality assessments for selected grantees each year. Information from the site visits is conveyed in individual, separate reports.

GPRA Indicators

Among the data grantees are required to enter into PPICS are measures identified by the U.S. Department of Education (USDOE) with respect to the Government Performance and Results Act (GPRA). The GPRA indicators associated with 21st CCLC have changed slightly over time, but are generally as follows:

- Regular attendees with improved grades or state assessment results in reading/language arts
- Regular attendees with improved grades or state assessment results in mathematics
- Regular attendees showing improved homework completion and class participation
- Regular attendees showing improved student behavior
- Centers emphasizing at least one core academic area
- Centers offering enrichment and support activities in technology
- Centers offering enrichment and support activities in other areas

[Please see the section on “Federal Program Measures” for more detail.]

Other Indicators

Other PPICS data covers a range of program statistics, including participants, staffing, types of services and hours of operation. In addition to reporting on GPRA measures, each grantee selects and tracks local performance measures in PPICS. Progress against those local indicators is summarized in this report based on that PPICS data.

Program Overview

Alaska 21st CCLC Grantees Active in FY11 – FY12

Table 1 lists the centers for all the Alaska programs that were active at some time during FY11 – FY12. Each “ID#” represents a new grant award. The “FY” numbers (FY09, FY10, etc.) identify the first year of funding under that grant cycle. Several districts operated more than one program (typically different groups of schools) under different grants during the period. Those districts have a separate entry in the table for each new round of funding.

Table 1. Alaska Grantees and Centers Active in FY11 and FY12

| ID # | Grantee | Centers |
|-------------|---|--------------------------------|
| 4439 | Fairbanks North Star Borough SD FY08 | |
| | | Anderson Elementary |
| | | Anne Wien Elementary |
| | | Barnette Elementary School |
| 4440 | Bering Strait SD FY08 | |
| | | Aniguiin School |
| | | Gambell School |
| | | Hogarth Kingeekuk Sr. Memorial |
| | | Anthony A. Andrews School |
| | | Koyuk Malemute School |
| | | Shishmaref School |
| | | Tukurngailnguq School |
| 4441 | Anchorage SD FY08 | |
| | | Mountain View Elementary |
| | | Northwood Elementary |
| | | Taku Elementary School |
| | | Willow Crest Elementary |
| 6493 | Anchorage FY09 | |
| | | Fairview Elementary |
| | | North Star Elementary |
| | | Williwaw Elementary |
| | | Clark Middle |
| | | Begich Middle |
| | | Alaska Native Cultural Charter |
| 6494 | Fairbanks FY09 | |
| | | Denali Elementary |
| | | Hunter Elementary |
| | | Ladd Elementary |
| 6495 | Boys and Girls FY09 | |
| | | Nikiski Middle High School |
| | | Nikiski North Star Elementary |

| ID# | Grantee | Centers |
|-------------|---------------------------------------|-------------------------------|
| 6909 | Juneau CARES FY10 | Yaakoosge Daakahidi Alt. High |
| 7492 | Anchorage FY10 | Muldoon Elementary |
| | | Ptarmigan Elementary |
| | | Russian Jack Elementary |
| | | Wonder Park Elementary |
| 7553 | Fairbanks FY10 | Lathrop High School |
| | | North Pole Elementary |
| | | North Pole Middle School |
| | | Randy Smith Middle School |
| | | Ryan Middle School |
| 7554 | Alaska Gateway FY10 | Eagle Community School |
| | | Tetlin School |
| | | Tok School |
| | | Walter Northway School |
| 7555 | Bering Strait SD FY10 | Koyuk-Malemute School |
| | | Shishmaref School |
| 8155 | Mat-Su FY10 | Burchell High School |
| | | Correspondence Study School |
| | | Valley Pathways |
| AK0710_1012 | Sitka Community Schools/Sitka SD FY11 | Keet Gooshi Heen Elementary |
| | | Blatchley Middle School |
| | | Sitka High School |

Source: PPICS/Reports/Individual Grantee Profile Summary.

Table 2 shows that Alaska programs target all grades, with the largest concentrations of students in grades 1 through 5. The percentage of regular attendees is highest in centers serving elementary students, lowest for those serving 8th, 9th, and 10th graders. The percentage of regular attendees rebounds in 12th grade, primarily because of higher interest by 12th graders in credit-recovery opportunities.

Table 2. Grade Level Targets and Regular Attendees for FY12 by Grade Level

| Grade Levels Targeted | Regular Attendees FY11 | % Regular Attendees FY11 | # Regular Attendees FY12 | % Regular Attendees FY12 |
|-----------------------|------------------------|--------------------------|--------------------------|--------------------------|
| Kindergarten | 211 | 91% | 173 | 84% |
| 1 st | 346 | 88 | 323 | 77 |
| 2 nd | 379 | 75 | 429 | 82 |
| 3 rd | 432 | 82 | 421 | 83 |
| 4 th | 427 | 84 | 392 | 80 |
| 5 th | 403 | 84 | 432 | 83 |
| 6 th | 266 | 67 | 299 | 74 |
| 7 th | 179 | 63 | 170 | 67 |
| 8 th | 110 | 59 | 144 | 60 |
| 9 th | 78 | 60 | 119 | 37 |
| 10 th | 96 | 43 | 90 | 26 |
| 11 th | 189 | 45 | 196 | 45 |
| 12 th | 312 | 65 | 340 | 55 |
| Total: | 3,428 | 72% | 3,528 | 67% |

*The regular attendee data above covers 44 centers and refers to FY12.

Table 3 shows the number of centers that provided different types of services in FY12 and the average number of hours per week each service was typically provided.

Table 3. Number and Percent of Centers Providing Services, FY12

| Activity or Service | # of Centers Providing | % of Centers Providing | Typical Hours per Week |
|---------------------------------------|------------------------|------------------------|------------------------|
| For Students | | | |
| Enrichment | 43 | 98% | 6.2 |
| Homework Help | 41 | 93 | 5.4 |
| Recreation | 39 | 89 | 3.8 |
| Tutoring | 26 | 59 | 5.5 |
| Activities Promoting Youth Leadership | 26 | 55 | 2.3 |
| Drug/Violence Prevention | 21 | 48 | 2.9 |
| Community Service Projects | 13 | 30 | 1.5 |
| Mentoring | 8 | 18 | 3.5 |
| Career/Job Development | 4 | 9 | 4.3 |
| Expanded Library Hours | 3 | 7 | 5.7 |
| Supplemental Education Services | 3 | 7 | 7.3 |
| Other | 19 | 43 | 1.8 |
| For Adults | | | |
| Family Literacy | 11 | 25 | 2.6 |
| Parent Involvement | 10 | 23 | 1.9 |
| Career Counseling | 0 | 0 | 0 |

Total centers reporting: 44/100%

Program Participation and Staffing

Table 4 shows selected program statistics for FY08 through FY12. Between FY04 and FY07 (not shown) the percentage of regular attendees increased from 59 percent to 71 percent. Since then, it has remained at roughly 70 percent.

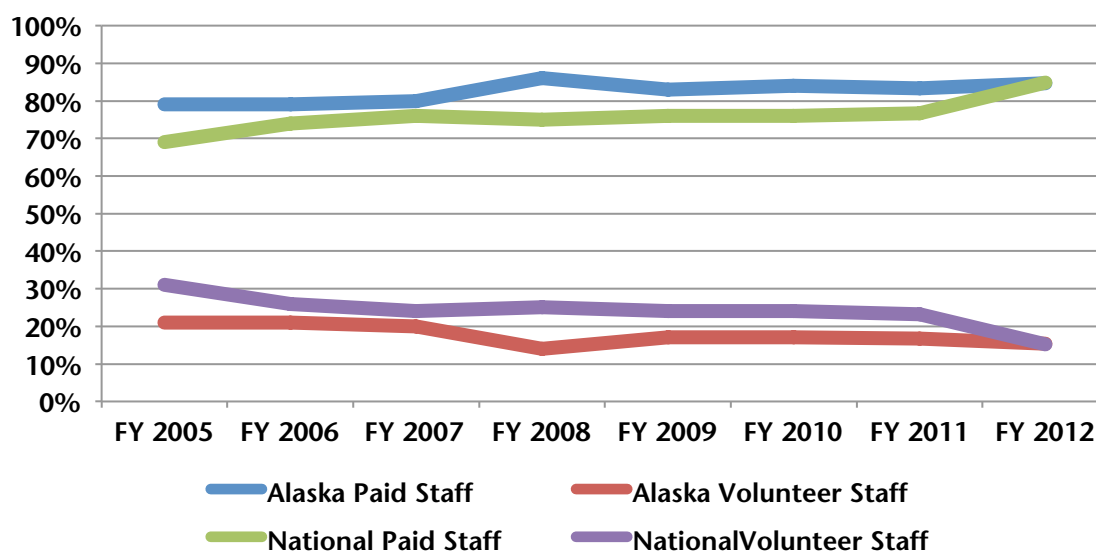
Table 4. Alaska 21st CCLC Summary, FY 2008 - FY 2012

| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012 |
|--------------------------------------|---------|---------|---------|---------|---------|
| Active Grants | 13 | 13 | 13 | 13 | 13 |
| Centers | 47 | 43 | 38 | 45 | 44 |
| Feeder Schools | 67 | 44 | 42 | 49 | 50 |
| Total Students Served | 4,899 | 4,411 | 4,260 | 4,851 | 5,356 |
| Regular Attendees Served | 3,250 | 3,080 | 3,011 | 3,433 | 3,657 |
| % Regular Attendees | 66% | 70% | 71% | 71% | 68% |
| Paid Staff | 774 | 696 | 621 | 685 | 671 |
| Volunteer Staff | 124 | 141 | 123 | 137 | 122 |
| Average Students per Center | 104 | 103 | 112 | 108 | 122 |
| Average Regular Attendees per Center | 69 | 72 | 79 | 76 | 83 |

Profile of Participants and Staff

In past years, Alaska has used slightly more paid staff and slightly fewer volunteers than the national average. FY 2012 saw large increases in the number of school staff employed at 21st CCLC programs nationally, while the proportion in Alaska remained approximately the same. As a result, the proportions of paid and volunteer staff nationally and in Alaska were identical for 2012.

Figure 1. Percentage of Paid and Volunteer Staff at Alaska 21st CCLC, FY 2005-FY 2012



Source: PPICS/Reports/Paid and Volunteer Staff Regularly Staffing the Center by Staff Type

There has been little change in the distribution of attendees by race or gender since FY 2008.

Table 5. Race of Student Attendees by Percentage, FY 2008-FY 2012

| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012 |
|-------------------------------|---------|---------|---------|---------|---------|
| American Indian/Alaska Native | 32% | 35% | 36% | 37% | 35% |
| Asian/Pacific Islanders | 13 | 16 | 12 | 13 | 14 |
| Black/African American | 11 | 13 | 13 | 12 | 11 |
| Hispanic | 8 | 9 | 8 | 8 | 7 |
| White | 36 | 36 | 35 | 39 | 41 |

Table 6. Gender of Student Attendees by Percentage, FY 2008-FY 2012

| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012 |
|---------|---------|---------|---------|---------|---------|
| Females | 50% | 51% | 50% | 49% | 50% |
| Males | 50 | 49 | 50 | 51 | 50 |

Status of Program Measures Identified by Local Programs

Each grantee identifies program measures for specific local goals and enters the tracking information in PPICS. Tables 7 through 18 show the status of those measures for programs active in 2010, 2011, and 2012. The measures reflect local priorities and experience, but typically include a mix of outcomes, including test scores, homework and behavior, and outputs such as the number of students who complete a certain course or activity. The goals most often not met typically involve targeted improvements in standardized tests for reading, writing and math. Occasionally, goals have been added, dropped or altered from one year to the next.

The PPICS reports include space for grantees to provide optional comments about their annual goals. Where grantees provided comments, they are included in the tables.

Please refer to Table 1 to see the individual schools associated with each grantee.

Table 7. Alaska Gateway School District Local Measures

| Funding Cycle: Alaska Gateway FY10 | 2010 | 2011 | 2012 |
|---|--|--|--------------------------|
| Regular 21st CCLC GAP attendees who scored below proficiency in Language Arts in previous years will improve their Reading Lexil by one level, and students who scored above proficiency in reading will at least maintain their level of achievement. | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Met the stated objective |
| Regular 21st CCLC GAP attendees who scored below proficiency in math in previous years will improved their scale scores on the SBA by an average of .5 SDU and students who scored above proficiency in math will at least maintain their level of achievement. | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Met the stated objective |
| Regular 21st CCLC GAP attendees will report an increase in SEL behaviors or attitudes indicated on the SCCS, that demonstrate an improvement in social competence, problem-solving skills, autonomy, and sense of purpose & future after participation in GAP. | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Met the stated objective |
| Students who are regular participants in 21st CCLC GAP will have higher attendance rates in school than non-GAP attendees. | Did not meet, but progressed toward the stated objective | Met the stated objective | Met the stated objective |

Table 8. Anchorage School District FY08 Local Measures

| Funding Cycle: Anchorage FY08 | 2009 | 2010 | 2011 | 2012 |
|--|--|--------------------------|--|--|
| Average SBA scale scores in reading, writing, and math in grades 3-6 will rise each year for cohorts who attend CLCs 30 days or more for two or more sequential years. | Did not meet, but progressed toward the stated objective | Met the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| At least 80% of students who attend CLCs for 30 days or more will improve in homework completion and turning in homework, as measured by year-end teacher surveys. | Met the stated objective | Met the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| At least 80% of students in CLCs 30 days or more will show measured gains in attitude toward school, school attendance, class behavior and participation, as measured by year-end teacher and parent surveys and discipline referrals. | Did not meet, but progressed toward the stated objective | Met the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| Each year, at least 100 parents at each site will take part in the CLCs as partners in their children's education. | Met the stated objective | Met the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| Average annual movement on reading assessments for grades K-2 before SBA testing starts will be at least one developmental level for students who attend the CLCs for 30 days or more. | Met the stated objective | Met the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |

| Grantee Local Measures Comments |
|--|
| <p>Grantee Comment for 2009: Objective 1 1 school attained this goals in a year the district scores went down. Objective 2: One of our four schools attained this objective. There is a 10% point difference between parents feedback and the teacher's opinions. I think our percentages declined because the parent survey questions were changed from previous years as well as we are recruiting the most needy children into our program. We attained a 66.7 % success rate among the teacher surveys and 76.6% among parents. Objective 5-We used Dibels and DRAs to assessment growth. Unfortunately both are limited in using them for this purpose. Dibels rates students as intensive, strategic, and benchmark. DRA rates students as to whether they are proficient or not. Many students progressed but didn't move a level. I have contacted our assessment department to have them examine the results in more detail but won't get results until later this summer. Using the youth service reports we show 20.9% of students showed improvement.</p> |
| <p>Grantee Comment for 2010: Objective 1- We achieved the goal in the areas of Math and Reading. Our writing fell short at Clark Middle School. Objective 2(Homework)-Williwaw attained this goal. Clark Middle school 51% improved, North Star fell just short at 77%, and Fairview attained 63%. Objective 3- All schools attained this goal except our Middle School. Parent surveys were high and student surveys positive Objective 4 We did not attain this goal. Clark Middle School only recorded 10 families attended family night. Through discussion with the principal and coordinator. They felt the number was much higher but families didn't sign in.</p> |

Grantee Comment for 2011: Average SBA scale scores will rise each year in reading, writing, math and with the advent of state science testing in FY 2009, for students in grades 3-8 who attend CCLCs for 90 days or more. Our mean scores went down a little this year compared to last year. They are still higher then they were two years ago. As students progress they are dropped from our program making space for the neediest students each year. At least 80% of students in CLCs 30 days or more will show measured gains in attitudes toward school, regular class attendance, and class behavior and participation, as measured by year-end teacher, parent, and student surveys. Teacher surveys reflect 65% of student improved in this area. Parent surveys state 88% improved. Student survey reflected a post survey score in this area improvement. is 82% Two of our sites are new this year. Both only had two family nights. They did not get the 100 person mark. The other three schools averaged 144 people attended.

Grantee Comment for 2012: Our family activities averaged a total of 88.4 people. The middle school program reached an average of 68 parents. The average SBA score in reading increased by 23 points. Writing scores decreased by 4 points, Math scores decrease by 5 points. A comparison of science scores is not possible because Science SBAs are only done in 4th grade. Using AIMs web as the universal measure there is no longer developmental levels. Using AIMs Web data 71.8 % of students grew at rate higher than the Anchorage student population average. Additionally, 43% are at or above target. Parents continue to rank the students growth at a higher level then the parent survey. Student survey showed improvement in the area of absent less and looking forward to coming to school.

Table 9. Anchorage School District FY09 Local Measures

| Funding Cycle: Anchorage FY09 | 2009 | 2010 | 2011 | 2012 |
|--|--|--|--|--|
| Average SBA scale scores will rise each year in reading, writing, math and with the advent of state science testing in FY 2009, for students in grades 3-8 who attend CCLCs for 90 days or more. | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| Average annual movement on reading assessment for grades K-2 before SBA testing starts will be at least one developmental level for students who attend the CLC for 90 days or more(DRA, Houghton-Mifflin Leveled passages, DIBELS) | Met the stated objective | Met the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| At least 80% of students who attend CLCs for 30 days or more will improve in homework completion and turning in homework as measured by year end teacher surveys. | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| At least 80% of students in CLCs 30 days or more will show measured gains in attitudes toward school, regular class attendance, and class behavior and participation, as measured by year-end teacher, parent, and student surveys. | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| Each year each CLC will involve at least 100 parents, guardians, or family members in interactions with program staff, in family night and the afterschool program. | Met the stated objective | Met the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |

| Grantee Local Measures Comments |
|--|
| <p>Grantee Comment for 2009: Objective 1 Scores across our district as a whole dropped. The 21st CCLC dropped as well but had less of a drop then the school as a whole in Math. Fairview out performed the overall school scores in all three areas. Objective 3- Teacher surveys reflect a drop in homework completion and satisfaction this year. We devote time to homework completion. There is a disconnect between student and parent perception of the students success and the teachers perception. Objective 4: There is a huge difference between teacher, parent and student surveys in these aspects of the program. The parents surveys reflect 70s to 90 % improvement in homework, grades, attitude and social skills. Students surveys reflect the belief 70 to 90% of students believe they improved in homework, looking forward to coming to school, working hard and good grades. Teachers % are much lower in 40s to highs in the low 70s. Very large disconnect between these surveys.</p> |
| <p>Grantee Comment for 2010: Objective 1- We achieved the goal in the areas of Math and Reading. Our writing fell short at Clark Middle School. Objective 2 (Homework)-Williwaw attained this goal. Clark Middle school 51% improved, North Star fell just short at 77%, and Fairview attained 63%. Objective 3- All schools attained this goal except our Middle School. Parent surveys were high and student surveys positive Objective 4 We did not attain this goal. Clark Middle School only recorded 10 families attended family night. Through discussion with the principal and coordinator. They felt the number was much higher but families didn't sign in.</p> |

Grantee Comment for 2011: Average SBA scale scores will rise each year in reading, writing, math and with the advent of state science testing in FY 2009, for students in grades 3-8 who attend CCLCs for 90 days or more. Our mean scores went down a little this year compared to last year. They are still higher then they were two years ago. As students progress they are dropped from our program making space for the needest students each year. At least 80% of students in CLCs 30 days or more will show measured gains in attitudes toward school, regular class attendance, and class behavior and participation, as measured by year-end teacher, parent, and student surveys. Teacher surveys reflect 65% of student improved in this area. Parent surveys state 88% improved. Student survey reflected a post survey score in this area improvement. is 82% Two of our sites are new this year. Both only had two family nights. They did not get the 100 person mark. The other three schools averaged 144 people attended.

Grantee Comment for 2012: Our family activities averaged a total of 88.4 people. The middle school program reached an average of 68 parents. The average SBA score in reading increased by 23 points. Writing scores decreased by 4 points, Math scores decrease by 5 points. A comparison of science scores is not possible because Science SBAs are only done in 4th grade. Using AIMs web as the universal measure there is no longer developmental levels. Using AIMs Web data 71.8 % of students grew at rate higher than the Anchorage student population average. Additionally, 43% are at or above target. Parents continue to rank the students growth at a higher level then the parent survey. Student survey showed improvement in the area of absent less and looking forward to coming to school.

Table 10. Anchorage School District FY10 Local Measures

| Funding Cycle: Anchorage FY10 | 2010 | 2011 | 2012 |
|--|--|--|--|
| Average (mean) SBA scale scores in math, reading, and writing will rise each year over the previous year for students attending the CLC for 90 days or more, in grades 4-5, as measured by spring SBA testing. | Did not meet, but progressed toward the stated objective | Met the stated objective | Met the stated objective |
| Average fall-spring pre/post movement on reading assessments for grades K-3 —before SBA testing starts— will be at least one developmental level for students who attend the CLCs for 90 days or more (DRA, Houghton-Mifflin Leveled Passages and Phonics Decoding | Met the stated objective | Met the stated objective | Did not meet, but progressed toward the stated objective |
| Average spring SBA science scores for fourth grade students who attend the CLC for 90 days or more will equal or exceed the whole-school average SBA science scores for a comparison Title I school which does not have a CLC. | Did not meet, but progressed toward the stated objective | Did not meet and no progress toward the stated objective | Unable to measure progress on the stated objective |
| At least 80% of regularly attending CLC students will show measured gains in attitudes toward school, school attendance, and class behavior and participation over the course of the year, as measured by year-end teacher, parent, and student surveys. | Met the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| Each year, involve at least 100 parents, guardians, or family members in interactions with program staff at the CLC and in family nights, as measured by CLC program attendance and activity logs. | Met the stated objective | Met the stated objective | Met the stated objective |
| At least 60% of regularly attending CLC students will improve over the course of the year in completing homework satisfactorily and in turning it in on time, as measured by year-end teacher surveys. | Met the stated objective | Met the stated objective | Met the stated objective |

| Grantee Local Measures Comments |
|---|
| Grantee Comment for 2010: We realized in preparing to assess the goal where we comparing our 4th grade science scores to another like Title I school that our Title I schools are not demographically anything like the Title 1 sites which do not have our program. The number of students from economically disadvantaged homes and the number of ELL students are much larger at our sites. Russian Jack was the only school achieved this goal. The Anchorage School District did not use the Benchmark assessment across throughout the district as planned. It was given at schools in the Fall and only some schools took it in the spring. |
| Grantee Comment for 2011: Average spring year-end scores on ASD's Math Benchmark Assessment will show growth for grades 1-5 students who attend 90 days or more. The Anchorage School District choose not to continue using assessment. No results available. At least 80% of regularly attending CLC students will show measured gains in attitudes toward school, school attendance, and class behavior and participation over the course of the year, as measured by year-end teacher, parent, and student surveys. Parent survey showed positive results averaging 82.63%, teacher survey was 78.82% and student survey two categories went down. Student survey showed an increase of 1.66%. SBA scores are not available at this time. |

Grantee Comment for 2012: The elementary education department is no longer using the DRA assessment. AIMS web which we are currently using does not have developmental levels. 59.85% of students attending 30 days or more achieved a rate of growth which exceeds the overall School district average. 42% of our students were on target or above. Parent and student surveys reflect more positive achievement than the teacher survey. 65% of students showed improvement based on the teacher survey. The parent survey states 90% of students showed improvement. The challenge in making a science SBA comparison to a similar Title 1 school in the district without the 21st CCLC program is there isn't one. The levels of economic disadvantage, homelessness, and English Language Learners are much higher at the schools where 21st CCLC programs take place.

Table 11. Bering Strait School District Local Measures

| Funding Cycle: Bering Strait FY08 | 2009 | 2010 | 2011 | 2012 |
|---|--|--|--|--|
| 1: Through participation in the 21st CCLC after school tutoring program at BSSD Level 5 sites, the SBA/HSGQE scale scores of at least 60% of the regular attendees in grades 1-12 will increase in their area of emphasis (reading, writing, math) each year. | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| 2. Through participation in the 21st CCLC program at least 20% of the regular attendees each year will achieve proficiency in their area of emphasis (reading, writing, math) on SBAs/HSGQE. | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| Grantee Local Measures Comments | | | | |
| Grantee Comment for 2012: Three schools made progress towards the goals and coming very close to succeeding completely. However, 2 sites didn't make the progress desired and had difficulty maintaining good attendance. Neither school will be considered for another grant down the line. One school is off the Level 5 list now and one missed it because 1 student dropped out. Two of the schools, Stebbins and Elim have been granted a new grant that will begin in July 2012. This grant is ending this year, but it has been extremely beneficial for students in ways other than test scores. | | | | |

| Funding Cycle: Bering Strait FY10 | 2010 | 2011 | 2012 |
|---|--|--|--|
| Through participation in the 21st CCLC after school Homework Club project at Koyuk and Shishmaref, the SBA/HSGQE scale scores of at least 60% of regular attendees in 1-12 will increase in their area of emphasis (reading, writing, and/or math) each year. | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| Through participation in the 21st CCLC after school Homework Club project at Koyuk and Shishmaref, at least 20% of the regular attendees each will achieve proficiency in their area of emphasis (reading, writing, and/or math) on the SBA/HSGQE. | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |

| |
|--|
| Grantee Local Measures Comments |
| Grantee Comment for 2011: We did not meet the goals for the number of HSGQE improved scores, but both sites did surpass the goal of 60% of regular attenders improving in at least 1 area of the SBA scores. Koyuk had an improvement of 78% and Shishmaref had an improvement of 74%. Both sites improved in the number of regular attenders from the previous year; Koyuk had 21% more students attending regularly and Shishmaref had 19% more students attending more than 30 days. Both sites have plans on to improve both attendance and student improvement this year. |
| Grantee Comment for 2012: Both Koyuk and Shishmaref made improvement academically, but didn't meet the objectives completely. Shishmaref's time was interrupted with the SIG grant, it was more difficult for staff to do everything they'd done in the past. They have been doing some remarkable things with cultural activities in Shishmaref with the Elders. The staff, parents, and community are extremely positive about the program. Koyuk's numbers declined this year due to some systemic issues that are not school centered, but certainly effect attendance. The principal is very excited about the program next year and beginning some new activities for both academic tutoring and physical exercise. |

Table 12. Boys and Girls Clubs FY09 Local Measures

| Funding Cycle: Boys and Girls Clubs FY09 | 2009 | 2010 | 2011 | 2012 |
|---|--|--------------------------|--|--|
| Students regularly attending ACLC will improve their performance in language arts, reading and math by 3-5% annually. | Did not meet, but progressed toward the stated objective | Met the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| Students that score "below" or "far-below" proficient on state benchmark tests will improve their individual scores by 5%. | Did not meet, but progressed toward the stated objective | Met the stated objective | Did not meet, but progressed toward the stated objective | Met the stated objective |
| Twenty-five adults will attend family activity programming to support student learning. | Met the stated objective | Met the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| Fifty parents or legal guardians will attend parent/teacher conferences and conference attendance each year will increase 5%. | Met the stated objective | Met the stated objective | Met the stated objective | Met the stated objective |
| At least 90% of the students will state that they feel safe at the club's ACLC programs. | Met the stated objective | Met the stated objective | Met the stated objective | Met the stated objective |
| At least 50% of the students will state that they have improved their healthy lifestyle habits. | Met the stated objective | Met the stated objective | Met the stated objective | Met the stated objective |

| Grantee Local Measures Comments |
|---|
| Grantee Comment for 2012: Students at Nikiski North Star Elementary met the first objective but the students at Nikiski Middle High school are moving towards meeting that goal. |

Table 13. Fairbanks North Star Borough School District FY08 Local Measures

| Funding Cycle: Fairbanks FY08 | 2009 | 2010 | 2011 | 2012 |
|--|--|--|--|--|
| 1.1: Of those regular ASP participants who were below proficient in Reading in the year prior to participation, at least 10% will become proficient each year. | Met the stated objective | Met the stated objective | Met the stated objective | Met the stated objective |
| 1.2: Of those regular ASP participants who were below proficient in Writing in the year prior to participation, at least 10% will become proficient each year. | Met the stated objective | Met the stated objective | Met the stated objective | Met the stated objective |
| 1.3: Of those regular ASP participants who were below proficient in Math in the year prior to participation, at least 10% will become proficient each year. | Met the stated objective | Met the stated objective | Met the stated objective | Met the stated objective |
| 1.4: Annually, 50% of regular ACLC participants/grades in reading and writing will increase. | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| 1.5: Annually, 50% of regular ACLC participants/grades in math will increase. | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| 1.6: Annually, 50% of regular ACLC participants whose behavior warranted improvement in academic performance, timely homework completion, and completing homework to the teacher's satisfactions (as measured by teacher surveys). | Met the stated objective | Did not meet, but progressed toward the stated objective | Met the stated objective | Met the stated objective |
| 2.1: Annually, 50% of regular ACLC participants whose daily classroom attendance was less than perfect in the prior year will increase their percent of days in attendance (as measured by district records). | Met the stated objective | Met the stated objective | Met the stated objective | Met the stated objective |
| 2.2: Each year, 50% of regular ACLC participants whose behavior warranted improvement at the beginning of the year will have teacher reported improvements in being attentive and being motivated to learn (as measured by teacher surveys). | Met the stated objective | Met the stated objective | Met the stated objective | Met the stated objective |

| | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 2.3: Each year, 50% of regular ACLC participants whose behavior warranted improvement at the beginning of the year will improve in teacher reported school behaviors such as participating in class and behaving well in class. | Met the stated objective | Met the stated objective | Met the stated objective | Met the stated objective |
| 3.1: Parental involvement will increase, as measured by parents' self-reporting on surveys and participation in ACLC activities and school family nights. | Met the stated objective | Met the stated objective | Met the stated objective | Met the stated objective |

| Grantee Local Measures Comments | | | | |
|--|--|--|--|--|
| Grantee Comment 2010: District-wide, 34% (192/558) of students increased their writing grades from first quarter to fourth quarter. District-wide, 25% (138/558) of students improved their math grade. District-wide, 33% (182/558) of students increased their reading grades from first quarter to fourth quarter. | | | | |

Table 14. Fairbanks North Star Borough School District FY09 Local Measures

| Funding Cycle: Fairbanks FY09 | 2009 | 2010 | 2011 | 2012 |
|--|--|--|--|--|
| 1.1: Of those regular ASP participants who were below proficient in Reading in the year prior to participation, at least 10% will become proficient each year. | Met the stated objective | Met the stated objective | Met the stated objective | Met the stated objective |
| 1.2: Of those regular ASP participants who were below proficient in Writing in the year prior to participation, at least 10% will become proficient each year. | Met the stated objective | Met the stated objective | Met the stated objective | Met the stated objective |
| 1.3: Of those regular ASP participants who were below proficient in Math in the year prior to participation, at least 10% will become proficient each year. | Met the stated objective | Met the stated objective | Met the stated objective | Met the stated objective |
| 1.4: Annually, 50% of regular ACLC participants/grades in reading and writing will increase. | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| 1.5: Annually, 50% of regular ACLC participants/grades in writing will increase. | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| 1.6: Annually, 50% of regular ACLC participants/grades in math will increase. | Met the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| 1.7: Annually, 50% of regular ACLC participants whose behavior warranted improvement in academic performance, timely homework completion, and completing homework to the teacher's satisfactions (as measured by teacher surveys). | Met the stated objective | Met the stated objective | Met the stated objective | Met the stated objective |
| 2.1: Annually, 50% of regular ACLC participants whose daily classroom attendance was less than perfect in the prior year will increase their percent of days in attendance (as measured by district records). | Met the stated objective | Met the stated objective | Met the stated objective | Met the stated objective |

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 2.2: Each year, 50% of regular ACLC participants whose behavior warranted improvement at the beginning of the year will have teacher reported improvements in being attentive and being motivated to learn (as measured by teacher surveys). | Met the stated objective | Met the stated objective | Met the stated objective | Met the stated objective |
| 2.3: Each year, 50% of regular ACLC participants whose behavior warranted improvement at the beginning of the year will improve in teacher reported school behaviors such as participating in class and behaving well in class. | Met the stated objective | Met the stated objective | Met the stated objective | Met the stated objective |

| Grantee Local Measures Comments |
|--|
| Grantee Comment 2010: District-wide, 34% (192/558) of students increased their writing grades from first quarter to fourth quarter. District-wide, 25% (138/558) of students improved their math grade. |

Table 15. Fairbanks North Star Borough School District FY10 Local Measures

| Funding Cycle: Fairbanks FY10 | 2010 | 2011 | 2012 |
|--|--|--|--|
| 1.1 Each year, at least 10% of the students regularly attending ASPs (30 days or more) who scored below-proficient in Reading on the previous spring SBA will become proficient in Reading as measured by the State's Standards Based Achievement tests. | Met the stated objective | Met the stated objective | Met the stated objective |
| 1.2 Each year, at least 10% of the students regularly attending ASPs (30 days or more) who scored below-proficient in Writing on the previous spring SBA will become proficient in Writing as measured by the State's Standards Based Achievement tests. | Met the stated objective | Met the stated objective | Met the stated objective |
| 1.3 Each year, at least 10% of the students regularly attending ASPs (30 days or more) who scored below-proficient in Math on the previous spring SBA will become proficient in Math as measured by the State's Standards Based Achievement tests. | Met the stated objective | Met the stated objective | Met the stated objective |
| 1.4 Each year at least 50% of students regularly attending ASPs (30 days or more) will score proficient or above in Reading, Writing and Math as measured by the State's Standards Based Achievement tests. | Met the stated objective | Met the stated objective | Did not meet, but progressed toward the stated objective |
| 1.5 Annually, 40% of students who regularly attend ASPs will have improved grades in Language Arts as measured by grade reports from the first quarter and the fourth quarter. | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| 1.6 Annually, 40% of students who regularly attend ASPs will have improved grades in Math as measured by grade reports from the first quarter and the fourth quarter. | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| 1.7 Annually, 50% of students who regularly attend ASPs will have teacher-reported improvement in homework completion as measured by teacher surveys. | Met the stated objective | Met the stated objective | Met the stated objective |
| 2.1 Annually, 30% of regular ASP participants whose daily classroom attendance was less than perfect in the prior year will increase their percent of days in attendance (as measured by district records). | Met the stated objective | Met the stated objective | Met the stated objective |
| 2.2 Each year, 50% of regular ASP participants whose behavior warranted improvement at the beginning of the year will have teacher-reported improvements in being attentive and being motivated to learn (as measured by teacher surveys). | Met the stated objective | Met the stated objective | Met the stated objective |
| 2.3 Each year, 50% of regular ASP participants whose behavior warranted improvement at the beginning of the year will improve in teacher-reported school behaviors such as participating in class and behaving well in class. | Met the stated objective | Met the stated objective | Met the stated objective |

| | | | |
|---|--------------------------|--------------------------|--------------------------|
| 2.4 Annually, 30% fewer of the regularly attending participants who received an out-of-school suspension in the prior year will receive an out-of-school suspension in the current year of program participation (as measured by district records). | Met the stated objective | Met the stated objective | Met the stated objective |
| 3.1 At least 30% of regularly participating students will experience an increase in parental involvement, as measured by parents' self-reporting on surveys. | Met the stated objective | Met the stated objective | Met the stated objective |

| Grantee Local Measures Comments | | | |
|---|--|--|--|
| Grantee Comment for 2010: In matched comparisons of regularly attending ASP students who had Language Arts grades in both 1st and 4th quarters, 33% (65/200) increased their grades. In matched comparisons of regularly attending ASP students who had Math grades in both 1st and 4th quarters, 30% (64/214) increased their grades. | | | |
| Grantee Comment for 2012: In Objective 1.4 - we reached 48% of students being proficient instead of the 50% measure. Very close! | | | |

Table 16. Juneau CARES FY10 Local Measures

| Funding Cycle: Juneau CARES FY10 | 2010 |
|--|--------------------------|
| High School students in the Juneau School District will graduate with all required credits in four years, and meet proficiency standards in reading, writing, math and science on standardized tests. | Met the stated objective |
| CARES will enable participating students to gain protective factors that foster resiliency to high-risk behaviors and encourage academic success. | Met the stated objective |
| CARES will emphasize vocational/technical education as part of after-school offerings, using them to provide relevance to related academic courses and prepare participants for life after graduation. | Met the stated objective |

| Funding Cycle: Juneau CARES FY10 | 2011 | 2012 |
|--|--|--|
| 1.1 Annually, 80% of the students who regularly attend CARES programs who are credit deficient will successfully complete the number and kinds of academic courses necessary for graduation in each year of their enrollment. | Met the stated objective | Met the stated objective |
| 1.2 a) Each year, at least 50% of the below-proficient students who regularly attend CARES or more will become proficient in reading, writing, math and science as measured by the state's standards-based achievement tests; and b) 100% of CARES students e <i>(description of indicator in PPICS incomplete due to lack of space.)</i> | Did not meet and no progress toward the stated objective | Did not meet, but progressed toward the stated objective |
| 1.3 Annually, 90% of students who regularly attend CARES programs 30 days or more will have teacher-reported improvement in homework completion as reported by teacher surveys. | Met the stated objective | Did not meet, but progressed toward the stated objective |
| 2.1 Annually, district records will show participants who regularly attend CARES increase their attendance in non-CARES classes. | Met the stated objective | Did not meet, but progressed toward the stated objective |
| 2.2 Annually, 80% of students who regularly attend CARES programs for more than 30 days will show improvements in behavior, as measured by attentiveness, behavior, and participation in class surveys, done by teachers and participating students. | Met the stated objective | Did not meet, but progressed toward the stated objective |
| 3.1 100% of CARES participants who attend at least 45 days will complete an inventory of their vocational/technical aptitudes, interests, and abilities, match those to available careers, understand the preparation path to those careers, and gain experience. | Met the stated objective | Did not meet, but progressed toward the stated objective |
| Expansion Grant: CARES will emphasize early identification of at risk 9th and 10th grade students for program services in order to engage students in CARES and re-engage them back in their day schools (e.g., STEM/English Intensives). | Met the stated objective | Met the stated objective |
| Expansion Grant: CARES will provide optional curricular options (e.g., modules) for students at risk of failing a course due to missing significant portions of required classes (e.g., sickness 10 days or more, treatment programs and/or family travel). | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |

Table 17. Mat-Su Borough School District FY10 Local Measures

| Funding Cycle: Mat-Su FY10 | 2010 | 2011 | 2012 |
|---|--|--|--|
| By the end of each grant year, 20% of the students regularly attending the after school program will improve their reading, writing, math, and science scores as measured by the School District's MAP Testing. | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective | Met the stated objective |
| By the end of each grant year, 20% of the students regularly attending the after school program or summer program will improve their scores as measured by the State's SBA testing and HSGQE testing. | Did not meet, but progressed toward the stated objective | Met the stated objective | Met the stated objective |
| By the end of each grant year, the graduation rate will increase by 5% at each Community Learning site. | Met the stated objective | Met the stated objective | Met the stated objective |
| By the end of each grant year, 500 students will complete classes and increase the number of credits they earn toward graduation requirements in the after school or summer school program. | Met the stated objective | Met the stated objective | Met the stated objective |
| By the end of each grant year, 300 regularly attending students will complete academic enrichment classes in the after school and summer school program. | Met the stated objective | Met the stated objective | Met the stated objective |
| By the end of each grant year, 300 regularly attending students will complete enrichment opportunities in the after school or summer school program. | Met the stated objective | Met the stated objective | Met the stated objective |
| By the end of each grant year, 50 regularly attending students will access mental health and drug and alcohol services offered by our partnering agencies. | Met the stated objective | Met the stated objective | Met the stated objective |
| By the end of each grant year, 25% of the regularly attending students will report a decrease in drug and alcohol use, depression, stress, and anger. | Did not meet, but progressed toward the stated objective | Unable to measure progress on the stated objective | Met the stated objective |
| By the end of each grant year, 50 regularly attending students will complete a health and nutrition class. | Met the stated objective | Met the stated objective | Met the stated objective |
| By the end of each grant year, 100 regularly attending students will complete a physical activity class. | Met the stated objective | Met the stated objective | Met the stated objective |
| By the end of each grant year, 50 regularly attending students will complete First Aid and CPR Training | Did not meet, but progressed toward the stated objective | Met the stated objective | Did not meet, but progressed toward the stated objective |

Table 18. Sitka Community Schools/Sitka School District Local Measures

| Funding Cycle: Sitka Community Schools/Sitka School District | 2011 | 2012 |
|--|--|--|
| 1) The identified target populations (1 & 2) with current regular attendance at 80% (baseline from previous two years' average), or below, will show an increase to 90% or above regular attendance. | Did not meet, but progressed toward the stated objective | Dropped the stated objective entirely |
| 2) 50% of students (groups 1) with 80% attendance will increase their scores for the identified assessment for their grade level by at least 15% in either math or reading in two consecutive school years. | Met the stated objective | Did not meet, but progressed toward the stated objective |
| 3) 80% or more of identified students within the target populations will attend the afterschool program per their individualized plan for at least 90% of their scheduled programming time. | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| 4) 85% or more of students who participate in high school extracurricular activities will remain eligible for participation on a weekly basis throughout the activity's season. | Did not meet, but progressed toward the stated objective | Met the stated objective |
| 5) 80% or more of identified students within the 5th/6th grade Transition Group, working with YAS, will show improvement by moving at least one level in rating scale by classroom teacher using the Social Skills Improvement System. | Did not meet and no progress toward the stated objective | Met the stated objective |
| 6) 85% or more of 5th grade students involved with the 5th/6th grade Transition activities will complete a year-end survey showing more positive responses to questions than negative responses. | Did not meet and no progress toward the stated objective | Met the stated objective |
| 7) 80% of family support members connected to involved students, and who complete a year-end survey will indicate positive reactions to survey responses. | Did not meet, but progressed toward the stated objective | Met the stated objective |
| 8) All teachers, administrators and program staff will complete a year-end survey, with at least 90% marked responses as positive. | Did not meet, but progressed toward the stated objective | Did not meet, but progressed toward the stated objective |
| 9) Student's baseline data at year-end for comprehension and/or fluency in reading will increase by at least 10% over a three-week period of intensive reading instruction with a reading specialist. | Stated objective did not exist | Met the stated objective |
| 10) Student's comprehension and/or fluency levels in reading will be maintained from spring data to fall data, after a three-week period of intensive reading instruction with a reading specialist. | Stated objective did not exist | Met the stated objective |

Grantee Local Measures Comments

Grantee Comment for 2011: Separate document submitted with rationales for status. For Obj. 4:1 & 4:2 (otherwise referred to as "step-up academy") there was no rating scale administered at the end of the year for post-data and no "year-end" teacher survey. The YAS organization completed activities but did not do follow up data. Without a proper MOA, confidentiality issues prevented gathering that information anecdotally. The objective to increase attendance from previous two years average up to 90% was not met during this grant year, but will continue to improve.

Grantee Comments for 2012: Obj.1 requires baseline from years 1&2 Obj.2 AT BMS, 34% raised scores on their SBA's by 15% or more. At KGH (gr 4&5), 25% raised SBA's by 15% or more. Gr 2 & 3, using ORF/ORA and Terra Nova scores, only 6% raised scores 15% or more. We need a more reliable way to measure growth for yr. 2 & 3. Obj.3 BMS, 34% attended 90% of time & KGH, 25% attended 90% or more of time. Obj.4 Eligibility averaged AT 85%. 1st semester=84% & 2nd semester=86%. Obj.5 80% moved up at least 1 level on the rating scale. (1 teacher never completed post-data!) Obj.6 Met at 85%. Obj.7 Family surveys resulted in 98% positive responses. Obj.8) 79% positive, however poor response rate using "survey Monkey". Obj.9 Four students were served and all made at least 10% gains. Obj.10 All maintained scores when re-tested in mid-Sept.

Table 19 shows the percentage of local objectives met by each grantee in each of the four years. This table provides an overview of how variable the results at each grantee are from year to year and some insight into how realistic the objectives are. Note that either or both changes in programming and changes in student characteristics can affect the number of objectives achieved. Also, where grantee objectives are shown as not met, the goals may have been met in some centers but not others. Raw percentages may not be directly comparable from grantee to grantee. For example, a program with just four local objectives drops from 100 percent to 75 percent if one objective is not met. Whereas if a program has 10 local objectives and fails to meet one, the percentage met drops only from 100 percent to 90 percent. There may be excellent reasons for a particular program to adopt a small number of local objectives.

Table 19. Number and Percent of Local Objectives Met, 2009 - 2012

| Grantee | 2009 | | 2010 | | 2011 | | 2012 | |
|----------------------------------|------------------|-----|------------------|------|------------------|-----|------------------|------|
| | # Objectives Met | % | # Objectives Met | % | # Objectives Met | % | # Objectives Met | % |
| Alaska Gateway SD | NA | NA | 0 | 0% | 1 | 25% | 4 | 100% |
| Anchorage SD FY08 | 3 | 60% | 5 | 100% | 0 | 0% | 0 | 0% |
| Anchorage SD FY09 | 2 | 40% | 2 | 40% | 0 | 0% | 0 | 0% |
| Anchorage SD FY10 | NA | NA | 4 | 57% | 4 | 57% | 3 | 50% |
| Bering Strait SD FY08 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Bering Strait SD FY10 | NA | NA | NA | NA | 0 | 0% | 0 | 0% |
| Boys and Girls Clubs FY09 | 4 | 67% | 6 | 100% | 3 | 50% | 4 | 67% |
| Fairbanks NSB SD FY08 | 8 | 80% | 7 | 70% | 8 | 80% | 8 | 80% |
| Fairbanks NSB SD FY09 | 8 | 80% | 7 | 70% | 7 | 70% | 7 | 70% |
| Fairbanks NSB SD FY10 | NA | NA | 10 | 83% | 10 | 83% | 9 | 75% |
| Juneau CARES FY10 | NA | NA | 3 | 100% | 6 | 75% | 2 | 25% |
| Mat-Su Borough SD FY10 | NA | NA | 7 | 64% | 9 | 82% | 10 | 91% |
| Sitka Community Schools/Sitka SD | NA | NA | NA | NA | 1 | 11% | 6 | 67% |

Overview of Local Evaluations

In the past, there has been too much variation in the focus, methodologies and reporting of local evaluations to aggregate their findings into generalized conclusions about the impacts of the Alaska program as a whole. Beginning with the FY13 grantees, the State of Alaska will require local evaluations to be organized in a similar format and to contain basic information such as:

- The objectives of the evaluation
- Year of the grant cycle being evaluated
- Number and names of sites
- Number of regular attendees and total participants
- Explicit local goals and measures that have been adopted

Following are overviews of local evaluation documents from FY11 and/or FY12. The overviews are primarily intended to highlight strengths and weaknesses of the local evaluation process for each grantee. Once the new guidelines have been adopted, it is anticipated the statewide evaluation will include more analysis of broad program outcomes and lessons learned.

Alaska Gateway FY07-FY12 (Internal evaluation)

This summative evaluation was produced by an experienced district employee. It looks systematically at test scores as quantitative program indicators, but does not venture much beyond that. The evaluation included site visits to three of the four centers. It is not clear from the reporting whether a structured observation tool was used during the visits. The analysis includes statistical tests to examine whether there is a relationship between 21st CCLC attendance and achievement test and SBA scores.

Although school attendance by program participants is much better than attendance by the student body as a whole, the tests do not show a clear relationship between program participation and test results in most instances. It seems likely the failure is at least partly one of measurement, rather than programming, particularly since a site visit in FY12 by the statewide evaluator identified many high-quality program practices, particularly at Tok, by far the largest served school. This local evaluation, and previous ones, highlight the challenges of drawing generalized conclusions about programs in relatively small schools and districts especially where, as in the case of Tetlin School, there are major efforts to change school climate and education priorities acting independently of 21st CCLC.

Evaluation opportunities: Although statistical analysis did not yield a clear indication of program impacts, those methods should be retained in future evaluations. Combining them with a more structured assessment of program quality using at least some survey or interview data, as well as the statewide assessment and site visit tools or something similar, would provide a more complete picture.

Anchorage School District FY 12 (External evaluation)

Anchorage 21st CCLC programs have always used external evaluators. FY12 was the second year using the current evaluator and methodology. The centerpiece of the approach is a series of site visits using a nationally recognized quality-assessment tool. The tool was adapted to address both district-wide and site-specific objectives. Site visits were coupled with interviews or questionnaires to collect information from individual site coordinators. The evaluator also attended a family night at each center. Anchorage also conducts student and parent surveys in addition to the required teacher surveys. Finally, the district Assessment Department and the program director analyze SBA/AIMSweb student assessment data.

Site visit data is reviewed immediately by coordinators. Twice yearly, coordinators meet with the evaluator to discuss findings and plan improvements. The program director meets several times per year with the evaluator to review findings and address problem areas. Data is used to refine staff professional development opportunities, target support for sites and make and revise budget decisions. Coordinators are trained on the AIMSweb tool and will use that data to help select site activities.

Evaluation opportunities: The evaluation process appears thorough, comprehensive and professional. The site visit component produces a great deal of information, much of which is conveyed in appendices, providing an obvious opportunity for program staff to make further use of the data in their internal planning. If there is a drawback to the overall evaluation approach, it is that the information from the different components – site visits, surveys, data analysis, and key findings – are not drawn together in a single report that could be conveyed to stakeholders.

A particular strength of the site visit component is that it resists presenting a laundry list of possible actions and focuses instead on a few key findings (“areas for consideration”). These include working on ways to individualize instruction and activities based on individual student needs. Given the diversity of the 21st CCLC sites and of the Anchorage School District as a whole, one would expect this to be an inherent challenge and therefore something worth tracking over time. Another key finding addresses various staffing challenges.

Boys and Girls Clubs (Nikiski Clubhouse) FY 11 (Internal evaluation)

As in past years, the evaluation report is a summary by the program director of progress on each of the program’s stated objectives. It reports the status of each objective, i.e., “working toward objective,” or “met objective,” and provides some additional detail and explanation for each. Although brief and informal, the additional detail is typically relevant and useful for understanding program challenges and priorities. Some quantitative data (for example, Healthy Habits data) is provided, but the report would be more useful to outside readers if the presentation were more complete and systematic.

Evaluation opportunities: As in the past, the evaluation does not analyze program process or quality indicators. During the 2012-2013 school year, the state evaluator visited the Nikiski program. Management structure for the program had recently been changed, with the program director assuming a more administrative, less hands-on role. Discussion topics during the site visit included a need to incorporate additional evaluation tools and perspectives with the director now spending less time on site. Future grant cycles would benefit from use of an external evaluator.

Bering Strait School District FY11 and FY12 (External evaluation)

BSSD's program has used the same external evaluator for several years. The format of the FY11 and FY12 evaluations are similar, though not identical to earlier years. The reports examine the extent to which the program met its two main goals (SBA/HSGU scoring targets) both as a whole and site by site. They also document, in clear tabular form, the planned and executed program activities. Center-by-center comments appear to be based on interviews with the local site coordinators, but not first-hand observation. Attendance continues to be a big challenge for most sites. The number of regular attendees increased by 23 in 2012, but the overall number of students declined by 92.

Evaluation opportunities: The methodology does not include any outside perspectives, such as surveys or interviews with families or other outside stakeholders, and it does not directly address the quality of staff/student interactions or the specific programming at individual sites. The program director has expressed a desire to expand the scope of BSSD's local evaluations in spite of local transportation challenges. (All the 21st CCLC schools in this district require air travel from the district headquarters in Unalakleet.)

Fairbanks North Star Borough School District FY 11 (Internal evaluation)

FNSBSD evaluations are conducted by the district's office of evaluation. Two reports, one for elementary schools and one for secondary schools, assess program performance relative to specific local objectives. Tables show when objectives were met both program-wide and school-by-school.

Evaluation opportunities: When the statewide evaluator conducted an on-site interview with the program director using the Alaska Quality Assessment Tool, it was clear that program staff use the local evaluation results in conjunction with other information and their direct experience to develop and implement strategies for program improvement. In fact, the program has a robust system of communication and problem-solving among site coordinators and the program director. None of this is referenced in the evaluation reports, however, and the reports do not include analysis of why objectives were or were not met, nor do they suggest ideas or plans to strengthen the program or address program design and process components such as staff/student interactions.

If, at some time in the future, the current director is succeeded by someone less experienced, the current level of local evaluation is likely to be inadequate. Similarly, a new director would find the current evaluations of limited use as a record of program evolution since the documents do not relate reported outcomes to program practices.

Juneau CARES FY11 (Internal evaluation)

After using an external evaluator in its first year, the CARES program director prepared her own evaluation for FY11. Although an external perspective is generally preferable, this internal approach was comprehensive and thoughtful and offers the advantage of immersing staff directly in a structured analysis of program successes and challenges at this key early phase of the program's development. Strengths of the evaluation include:

- A clear statement of the program's purpose, underlying assumptions, and theory of change. The theory of change is well organized and distinguishes between academic/cognitive, social/emotional, and community/district effects.
- Clear framing of the evaluation questions, including whether the program strategies are well conceived, targeted students are being reached, achievement goals are being reached, and how key stakeholder groups view the program.
- A focus on developing responses to address any issues uncovered
- Clear goals for the evaluation process

The evaluation resulted in specific conclusions and recommendations for program improvement and also addresses program sustainability.

Evaluation opportunities: The evaluation uses targeted data collection to assess academic/cognitive and social/emotional impacts. Parent/community impacts are documented only anecdotally. This may be because the program is especially focused on the first two areas during its initial years, or because gathering parent and community data about impacts is often more challenging and expensive than gathering internal program data. The report also suggests an analysis of district operating costs would discover the program has saved money. This work would need to be conducted at the district level, but is potentially worthwhile.

The CARES FY11 approach resulted in a quality assessment. The fact that it does not follow the suggested template makes it more difficult to incorporate into a statewide overview, however.

Mat-Su Borough School District FY12 (External evaluation)

Mat-Su Borough School District has switched recently to an outside evaluator. The FY12 evaluation is a comprehensive report designed for multiple audiences. The methodology section does not include a log frame, theory of change or logic model, but clearly ties program goals to activities and measurable objectives. The methodology also describes survey and site-visit data that were collected first-hand or obtained from other survey projects and analyzed. The survey data addresses several areas including student attitudes about the program, student risk behaviors, and school climate and connectedness. Individual discussion sections for each program goal draw on all these types of data, and there are summaries by school of the behavioral survey data. The report clearly addresses program strengths and challenges and makes concrete recommendations.

Evaluation opportunities: Currently, with the exception of test scores, graduation rates and attendance, the program objectives are limited to outputs rather than impacts. However, this evaluation establishes a rich baseline of information that goes far beyond those areas and suggests that in the future, program objectives might be expanded to include a set of youth-development indicators. While doing so would be challenging, it would also be especially appropriate for this program, since its target population has a complex set of needs, many of which are beyond the reach of typical academic interventions. Another useful component of future reports might be some kind of (brief) structured summary of information from the site observations, possibly with site-to-site or year-to-year comparisons.

Characteristics of Local Program Evaluations FY11 and FY12

(BASED ON INFORMATION OBTAINED FROM THE EVALUATION DOCUMENTS)

| Program | Evaluator | Formal Site Observation | Addresses trends and other analysis | Addresses youth development | Use of surveys or focus groups | Includes conclusions and recommendations |
|-------------------|---------------------|-------------------------|-------------------------------------|-----------------------------|--------------------------------|--|
| Alaska Gateway | Internal | Yes | Yes | Somewhat | No | Limited |
| Anchorage | External | Yes | Yes | Yes | Yes | Yes |
| Boys & Girls Club | Internal | No | Yes | No | No | No |
| Bering Strait | External | No | Yes | No | No | Yes |
| Fairbanks | Internal (District) | No | No | No | No | No |
| Juneau CARES | Internal | Informal | Baseline | Indirectly | Yes | Yes |
| Mat-Su | External | Yes | Yes | Yes | Yes | Yes |

Federal Program Measures

Federal Proficiency Categories

The next two tables show the number and percent of regularly attending students reported by Alaska programs as advanced, proficient, or basic in reading/language arts and in math on state assessments. This data is mainly useful as an indicator of the type of population served by Alaska 21st CCLC programs and as a baseline for comparing individual programs or centers against the average for all Alaska programs. Although one might hope for year-to-year improvements in test scores, turnover among the participating students from one year to the next, and other exogenous influences, make such a trend unlikely for most programs. Instead, program impacts on academic performance must be measured mainly within a single academic year.

Reading/Language Arts

Table 20. Reading/Language Arts State Assessment Results

| Percent of Regular Attendees Scoring in Each Category | | | | |
|---|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| | FY 09 | FY 10 | FY11 | FY12 |
| Advanced | 13 % | 14% | 13% | 14% |
| Elementary | 15 | 15 | 12 | 14 |
| Middle/High School | 11 | 11 | 14 | 15 |
| Proficient | 51 | 55 | 48 | 51 |
| Elementary | 50 | 52 | 46 | 49 |
| Middle/High School | 62 | 61 | 54 | 54 |
| Basic (below proficient) | 36 | 30 | 39 | 34 |
| Elementary | 35 | 33 | 42 | 37 |
| Middle/High School | 27 | 27 | 33 | 31 |
| Total with Data Reported | 100% 1,880 Students | 100% 1,832 Students | 100% 1,950 Students | 100% 2,158 Students |

Source: PPICS/Reports/State Assessment Results among Regular Attendees – Federal Proficiency Categories
Total centers reporting proficiency data for Alaska: FY09 42/98%; FY10 38/95%, FY11 41/91%, 42/95%

Math

Table 21. Math State Assessment Results

| Percent of Regular Attendees | | | | |
|---------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| | FY 09 | FY 10 | FY11 | FY12 |
| Advanced | 17% | 18% | 15% | 16% |
| Elementary | 20 | 22 | 17 | 18 |
| Middle/High School | 6 | 9 | 10 | 10 |
| Proficient | 40 | 45 | 40 | 39 |
| Elementary | 40 | 43 | 38 | 37 |
| Middle/High School | 43 | 48 | 40 | 39 |
| Basic (below proficient) | 43 | 37 | 46 | 45 |
| Elementary | 40 | 35 | 46 | 45 |
| Middle/High School | 50 | 43 | 50 | 51 |
| Total with Data Reported | 100% 1,880 Students | 100% 1,832 Students | 100% 1,958 Students | 100% 2,167 Students |

Source: PPICS/Reports/State Assessment Results among Regular Attendees – Federal Proficiency Categories
 Total centers reporting proficiency data for Alaska: FY09 42/98%; FY10 38/95%, FY11 41/91%, 42/95%

GPRA Performance Measures

The tables in this section show how Alaska compared to five similar states and the nation as a whole with respect to federal Grant Performance and Results Act (GPRA) measures for FY08, FY09, FY10, FY11 and FY12. National data is not yet posted on PPICS for FY10 and FY12.

The similar states are:

- Idaho
- Montana
- Oregon
- Washington
- Wyoming

OBJECTIVE 1: PARTICIPANTS IN 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS WILL DEMONSTRATE EDUCATIONAL AND SOCIAL BENEFITS AND EXHIBIT POSITIVE BEHAVIORAL CHANGES.

Alaska has shown higher average annual improvement on all teacher-reported measures (1.3 through 1.8) than the five similar states. Alaska programs also showed significantly more improvement in mathematics as measured by state assessments (measure 1.2). Finally, Alaska programs outpaced the similar states on improvement measured by reading assessments (measure 1.1) in three of the past 5 years.

1.1 The percentage of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.

| | Alaska | Similar States | National |
|------|--------|----------------|----------|
| FY08 | 31.8% | 29.41% | 22.78% |
| FY09 | 21.05% | 32.09% | 25.63% |
| FY10 | 33.33% | 21.97% | 26.54% |
| FY11 | 13.29% | 23.78% | 23.66% |
| FY12 | 36.91% | 29.08% | 27.19% |

1.2 The percentage of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.

| | Alaska | Similar States | National |
|------|--------|----------------|----------|
| FY08 | 25% | 12.16% | 15.92% |
| FY09 | 34.68% | 16.66% | 16.90% |
| FY10 | 43.81% | 13.03% | 17.83% |
| FY11 | 32.22% | 15.79% | 23.17% |
| FY12 | 33.62% | 17.44% | 19.76% |

1.3 The percentage of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.

| | Alaska | Similar States | National |
|------|--------|----------------|----------|
| FY08 | 78.61% | 68.21% | 75.2% |
| FY09 | 76.53% | 69.83% | 74.12% |
| FY10 | 78.39% | 70.90% | 74.12% |
| FY11 | 77.74% | 69.73% | 73.85% |
| FY12 | 78.89% | 70.06% | 75.23% |

1.4 The percentage of middle and high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.

| | Alaska | Similar States | National |
|------|--------|----------------|----------|
| FY08 | 80.35% | 72.47% | 71.81% |
| FY09 | 86.37% | 68.99% | 71.75% |
| FY10 | 78.58% | 71.71% | 69.34% |
| FY11 | 84.40% | 69.99% | 69.00% |
| FY12 | 77.88% | 68.45% | 69.34% |

1.5 The percentage of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.

| | Alaska | Similar States | National |
|------|--------|----------------|----------|
| FY08 | 78.76% | 68.65% | 76.26% |
| FY09 | 78.48% | 69.15% | 73.44% |
| FY10 | 78.98% | 71.08% | 72.42% |
| FY11 | 79.52% | 69.31% | 71.92% |
| FY12 | 78.92% | 69.63% | 72.87% |

1.6 The percentage of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.

| | Alaska | Similar States | National |
|------|--------|----------------|----------|
| FY08 | 70.46% | 62.79% | 70.4% |
| FY09 | 67.93% | 65.25% | 68.72% |
| FY10 | 70.12% | 64.12% | 68.66% |
| FY11 | 68.97% | 63.96% | 68.44% |
| FY12 | 70.76% | 63.99% | 69.91% |

1.7 The percentage of middle and high school 21st Century regular program participants with teacher-reported improvements in student behavior.

| | Alaska | Similar States | National |
|------|--------|----------------|----------|
| FY08 | 75.35% | 66.55% | 68.13% |
| FY09 | 81.84% | 62.85% | 67.56% |
| FY10 | 73.49% | 65.29% | 65.04% |
| FY11 | 79.91% | 63.18% | 64.63% |
| FY12 | 71.91% | 62.13% | 64.64% |

1.8 The percentage of all 21st Century regular program participants with teacher-reported improvements in student behavior.

| | Alaska | Similar States | National |
|------|--------|----------------|----------|
| FY08 | 71.75% | 62.92% | 72.46% |
| FY09 | 70.79% | 63.80% | 68.57% |
| FY10 | 71.62% | 64.49% | 67.47% |
| FY11 | 72.34% | 62.96% | 67.05% |
| FY12 | 71.42% | 63.34% | 67.92% |

OBJECTIVE 2: 21ST CENTURY COMMUNITY LEARNING CENTERS WILL OFFER HIGH-QUALITY ENRICHMENT OPPORTUNITIES THAT POSITIVELY AFFECT STUDENT OUTCOMES SUCH AS SCHOOL ATTENDANCE AND ACADEMIC PERFORMANCE, AND RESULT IN DECREASED DISCIPLINARY ACTIONS OR OTHER ADVERSE BEHAVIORS.

2.1 The percentage of 21st Century Centers reporting emphasis in at least one core academic area.

| | Alaska | Similar States | National |
|------|--------|----------------|---------------------------|
| FY08 | 100% | 92.28% | 96.82% |
| FY09 | 100% | 94.84% | 97.43% |
| FY10 | 100% | 95.96% | <i>Data not available</i> |
| FY11 | 100% | 97.23% | 97.46% |
| FY12 | 100% | 96.42% | <i>Data not available</i> |

2.2 The percentage of 21st Century Centers offering enrichment and support activities in other areas.

| | Alaska | Similar States | National |
|------|--------|----------------|---------------------------|
| FY08 | 87.23% | 95.33% | 92.27% |
| FY09 | 93.02% | 95.03% | 96.85% |
| FY10 | 100% | 95.81% | <i>Data not available</i> |
| FY11 | 93.33% | 97.23% | 96.45% |
| FY12 | 95.45% | 89.27% | <i>Data not available</i> |

Appendix 1: GPRA Measures for Individual Grantees

Appendix 1, page following, shows year-to-year changes in GPRA measures for each Alaska grantee during the period.

Grantee measures that exceed state averages by more than 10 percentage points are highlighted in the table in **green**. Measures that lag state averages by more than 10 percentage points are highlighted in **orange**. Where grantee measures are shown as zero, it may be because certain test scores were not available in certain years.

Grantee #4339: Fairbanks North Star Borough School District FY08 (3 sites)

OBJECTIVE 1: PARTICIPANTS IN 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS WILL DEMONSTRATE EDUCATIONAL AND SOCIAL BENEFITS AND EXHIBIT POSITIVE BEHAVIORAL CHANGES.

Table A1: Objective 1 – Annual Percent Improving

| | FY09 | | FY10 | | FY11 | | FY12 | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State | Grantee | State |
| 1. Elementary Reading | NA | 21% | 23% | 33% | NA | 13% | 22% | 37% |
| 2. Middle/High School Mathematics | NA | 35 | NA | 44 | NA | 32 | NA | 34 |
| 3. Elementary Homework and Class Participation | 72% | 77 | 73 | 78 | 67% | 78 | 80 | 79 |
| 4. Middle and HS Homework and Class Participation | NA | 86 | NA | 79 | NA | 84 | NA | 78 |
| 5. All Participants Homework and Class Participation | 76 | 78 | 77 | 79 | 66 | 80 | 78 | 79 |
| 6. Elementary Student Behavior | 65 | 68 | 64 | 70 | 60 | 69 | 73 | 71 |
| 7. Middle and HS Student Behavior | NA | 82 | NA | 73 | NA | 80 | NA | 72 |
| 8. All Participants Student Behavior | 69 | 71 | 65 | 72 | 60 | 72 | 70 | 71 |

Source: Profile and Performance Information Collection System (PPICS)

OBJECTIVE 2: 21ST CCLC WILL OFFER HIGH-QUALITY ENRICHMENT OPPORTUNITIES THAT POSITIVELY AFFECT STUDENT OUTCOMES SUCH AS SCHOOL ATTENDANCE AND ACADEMIC PERFORMANCE, AND RESULT IN DECREASED DISCIPLINARY ACTIONS OR OTHER ADVERSE BEHAVIORS.

Table A2: Objective 2 – Academic Emphasis and Enrichment Activities

| | FY09 | | FY10 | | FY11 | | FY12 | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State | Grantee | State |
| % of Centers reporting emphasis in at least one core academic area. | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| % of Centers offering enrichment and support activities in other areas. | 100 | 93 | 100 | 100 | 100 | 93 | 100 | 95 |

Source: Source: Profile and Performance Information Collection System (PPICS)

Grantee #4440: Bering Strait School District FY08 (5 sites)

OBJECTIVE 1: PARTICIPANTS IN 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS WILL DEMONSTRATE EDUCATIONAL AND SOCIAL BENEFITS AND EXHIBIT POSITIVE BEHAVIORAL CHANGES.

Table A3: Objective 1 – Annual Percent Improving

| | FY09 | | FY10 | | FY11 | | FY12 | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State | Grantee | State |
| 1. Elementary Reading | 40% | 21% | NA% | 33% | 29% | 13% | 27% | 37% |
| 2. Middle/High School Mathematics | NA | 35 | NA | 44 | NA | 32 | NA | 34 |
| 3. Elementary Homework and Class Participation | 96 | 77 | NA | 78 | 84 | 78 | 76 | 79 |
| 4. Middle and HS Homework and Class Participation | NA | 86 | NA | 79 | NA | 84 | NA | 78 |
| 5. All Participants Homework and Class Participation | 84 | 78 | 91 | 79 | 87 | 80 | 89 | 79 |
| 6. Elementary Student Behavior | 91 | 68 | NA | 70 | 77 | 69 | 66 | 71 |
| 7. Middle and HS Student Behavior | NA | 82 | NA | 73 | NA | 80 | NA | 72 |
| 8. All Participants Student Behavior | 80 | 71 | 87 | 72 | 82 | 72 | 80 | 71 |

Source: Profile and Performance Information Collection System (PPICS), 2011.

OBJECTIVE 2: 21ST CCLC WILL OFFER HIGH-QUALITY ENRICHMENT OPPORTUNITIES THAT POSITIVELY AFFECT STUDENT OUTCOMES SUCH AS SCHOOL ATTENDANCE AND ACADEMIC PERFORMANCE, AND RESULT IN DECREASED DISCIPLINARY ACTIONS OR OTHER ADVERSE BEHAVIORS.

Table A4: Objective 2 – Academic Emphasis and Enrichment Activities

| | FY09 | | FY10 | | FY11 | | FY12 | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State | Grantee | State |
| % of Centers reporting emphasis in at least one core academic area. | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| % of Centers offering enrichment and support activities in other areas. | 100 | 93 | 100 | 100 | 100 | 93 | 100 | 95 |

Source: Source: Profile and Performance Information Collection System (PPICS), 2011

Grantee #4441: Anchorage School District FY08 (4 sites)

OBJECTIVE 1: PARTICIPANTS IN 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS WILL DEMONSTRATE EDUCATIONAL AND SOCIAL BENEFITS AND EXHIBIT POSITIVE BEHAVIORAL CHANGES.

Table A5: Objective 1 – Annual Percent Improving

| | FY09 | | FY10 | | FY11 | | FY12 | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State | Grantee | State |
| 1. Elementary Reading | 20% | 21% | 29% | 33% | 10% | 13% | 27% | 37% |
| 2. Middle/High School Mathematics | NA | 35 | NA | 44 | NA | 32 | NA | 34 |
| 3. Elementary Homework and Class Participation | 83 | 77 | 84 | 78 | 82 | 78 | 80 | 79 |
| 4. Middle and HS Homework and Class Participation | NA | 86 | NA | 79 | NA | 84 | NA | 78 |
| 5. All Participants Homework and Class Participation | 83 | 78 | 84 | 79 | 82 | 80 | 80 | 79 |
| 6. Elementary Student Behavior | 74 | 68 | 76 | 70 | 74 | 69 | 74 | 71 |
| 7. Middle and HS Student Behavior | NA | 82 | NA | 73 | NA | 80 | NA | 72 |
| 8. All Participants Student Behavior | 74 | 71 | 76 | 72 | 74 | 72 | 74 | 71 |

Source: Profile and Performance Information Collection System (PPICS)

OBJECTIVE 2: 21ST CCLC WILL OFFER HIGH-QUALITY ENRICHMENT OPPORTUNITIES THAT POSITIVELY AFFECT STUDENT OUTCOMES SUCH AS SCHOOL ATTENDANCE AND ACADEMIC PERFORMANCE, AND RESULT IN DECREASED DISCIPLINARY ACTIONS OR OTHER ADVERSE BEHAVIORS.

Table A6: Objective 2 – Academic Emphasis and Enrichment Activities

| | FY09 | | FY10 | | FY11 | | FY12 | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State | Grantee | State |
| % of Centers reporting emphasis in at least one core academic area. | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| % of Centers offering enrichment and support activities in other areas. | 100 | 93 | 100 | 100 | 100 | 93 | 100 | 95 |

Source: Source: Profile and Performance Information Collection System (PPICS)

Grantee #6493: Anchorage School District FY09 (3 sites)

OBJECTIVE 1: PARTICIPANTS IN 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS WILL DEMONSTRATE EDUCATIONAL AND SOCIAL BENEFITS AND EXHIBIT POSITIVE BEHAVIORAL CHANGES.

Table A7: Objective 1 – Annual Percent Improving

| | FY09 | | FY10 | | FY11 | | FY12 | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State | Grantee | State |
| 1. Elementary Reading | 23% | 21% | 33% | 33% | 19% | 13% | 46% | 37% |
| 2. Middle/High School Mathematics | NA | 35 | 0 | 44 | 8 | 32 | 15 | 34 |
| 3. Elementary Homework and Class Participation | 72 | 77 | 74 | 78 | 79 | 78 | 76 | 79 |
| 4. Middle and HS Homework and Class Participation | NA | 86 | 50 | 79 | 67 | 84 | 74 | 78 |
| 5. All Participants Homework and Class Participation | 72 | 78 | 69 | 79 | 80 | 80 | 79 | 79 |
| 6. Elementary Student Behavior | 61 | 68 | 64 | 70 | 70 | 69 | 67 | 71 |
| 7. Middle and HS Student Behavior | NA | 82 | 41 | 73 | 55 | 80 | 60 | 72 |
| 8. All Participants Student Behavior | 61 | 71 | 59 | 72 | 70 | 72 | 69 | 71 |

Source: Profile and Performance Information Collection System (PPICS)

OBJECTIVE 2: 21ST CCLC WILL OFFER HIGH-QUALITY ENRICHMENT OPPORTUNITIES THAT POSITIVELY AFFECT STUDENT OUTCOMES SUCH AS SCHOOL ATTENDANCE AND ACADEMIC PERFORMANCE, AND RESULT IN DECREASED DISCIPLINARY ACTIONS OR OTHER ADVERSE BEHAVIORS.

Table A8: Objective 2 – Academic Emphasis and Enrichment Activities

| | FY09 | | FY10 | | FY11 | | FY12 | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State | Grantee | State |
| % of Centers reporting emphasis in at least one core academic area. | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| % of Centers offering enrichment and support activities in other areas. | 100 | 93 | 100 | 100 | 100 | 93 | 100 | 95 |

Source: Source: Profile and Performance Information Collection System (PPICS)

Grantee #6494: Fairbanks North Star Borough School District FY09 (3 sites)

OBJECTIVE 1: PARTICIPANTS IN 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS WILL DEMONSTRATE EDUCATIONAL AND SOCIAL BENEFITS AND EXHIBIT POSITIVE BEHAVIORAL CHANGES.

Table A9: Objective 1 – Annual Percent Improving

| | FY09 | | FY10 | | FY11 | | FY12 | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State | Grantee | State |
| 1. Elementary Reading | 31% | 21% | 59% | 33% | 19% | 13% | 58% | 37% |
| 2. Middle/High School Mathematics | N/A | 35 | N/A | 44 | NA | 32 | NA | 34 |
| 3. Elementary Homework and Class Participation | 66 | 77 | 74 | 78 | 64 | 78 | 73 | 79 |
| 4. Middle and HS Homework and Class Participation | N/A | 86 | N/A | 79 | NA | 84 | NA | 78 |
| 5. All Participants Homework and Class Participation | 66 | 78 | 74 | 79 | 64 | 80 | 73 | 79 |
| 6. Elementary Student Behavior | 56 | 68 | 64 | 70 | 56 | 69 | 62 | 71 |
| 7. Middle and HS Student Behavior | N/A | 82 | N/A | 73 | NA | 80 | NA | 72 |
| 8. All Participants Student Behavior | 56 | 71 | 64 | 72 | 57 | 72 | 62 | 71 |

Source: Profile and Performance Information Collection System (PPICS)

OBJECTIVE 2: 21ST CCLC WILL OFFER HIGH-QUALITY ENRICHMENT OPPORTUNITIES THAT POSITIVELY AFFECT STUDENT OUTCOMES SUCH AS SCHOOL ATTENDANCE AND ACADEMIC PERFORMANCE, AND RESULT IN DECREASED DISCIPLINARY ACTIONS OR OTHER ADVERSE BEHAVIORS.

Table A10: Objective 2 – Academic Emphasis and Enrichment Activities

| | FY09 | | FY10 | | FY11 | | FY12 | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State | Grantee | State |
| % of Centers reporting emphasis in at least one core academic area. | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| % of Centers offering enrichment and support activities in other areas. | 100 | 93 | 100 | 100 | 100 | 93 | 100 | 95 |

Source: Source: Profile and Performance Information Collection System (PPICS)

Grantee #6495: Boys and Girls Club FY09 (1 sites)

OBJECTIVE 1: PARTICIPANTS IN 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS WILL DEMONSTRATE EDUCATIONAL AND SOCIAL BENEFITS AND EXHIBIT POSITIVE BEHAVIORAL CHANGES.

Table A11: Objective 1 – Annual Percent Improving

| | FY09 | | FY10 | | FY11 | | FY12 | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State | Grantee | State |
| 1. Elementary Reading | 44% | 21% | 18% | 33% | 20% | 13% | 38% | 37% |
| 2. Middle/High School Mathematics | N/A | 35 | N/A | 44 | 22 | 32 | 14 | 34 |
| 3. Elementary Homework and Class Participation | 76 | 77 | 84 | 78 | 89 | 78 | 88 | 79 |
| 4. Middle and HS Homework and Class Participation | N/A | 86 | N/A | 79 | 95 | 84 | 82 | 78 |
| 5. All Participants Homework and Class Participation | 71 | 78 | 84 | 79 | 90 | 80 | 86 | 79 |
| 6. Elementary Student Behavior | 71 | 68 | 78 | 70 | 82 | 69 | 83 | 71 |
| 7. Middle and HS Student Behavior | N/A | 82 | N/A | 73 | 94 | 80 | 69 | 72 |
| 8. All Participants Student Behavior | 71 | 71 | 78 | 72 | 84 | 72 | 78 | 71 |

Source: Profile and Performance Information Collection System (PPICS)

OBJECTIVE 2: 21ST CCLC WILL OFFER HIGH-QUALITY ENRICHMENT OPPORTUNITIES THAT POSITIVELY AFFECT STUDENT OUTCOMES SUCH AS SCHOOL ATTENDANCE AND ACADEMIC PERFORMANCE, AND RESULT IN DECREASED DISCIPLINARY ACTIONS OR OTHER ADVERSE BEHAVIORS.

Table A12: Objective 2 – Academic Emphasis and Enrichment Activities

| | FY09 | | FY10 | | FY11 | | FY12 | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State | Grantee | State |
| % of Centers reporting emphasis in at least one core academic area. | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| % of Centers offering enrichment and support activities in other areas. | 100 | 93 | 100 | 100 | 100 | 93 | 100 | 95 |

Source: Source: Profile and Performance Information Collection System (PPICS)

Grantee #6909: Juneau CARES FY10 (1 site)

OBJECTIVE 1: PARTICIPANTS IN 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS WILL DEMONSTRATE EDUCATIONAL AND SOCIAL BENEFITS AND EXHIBIT POSITIVE BEHAVIORAL CHANGES.

Table A13: Objective 1 – Annual Percent Improving

| | FY10 | | FY11 | | FY12 | |
|--|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State |
| 1. Elementary Reading | N/A | 33% | NA | 13% | NA | 37% |
| 2. Middle/High School Mathematics | 33 | 44 | 67 | 32 | 0 | 34 |
| 3. Elementary Homework and Class Participation | N/A | 78 | NA | 78 | NA | 79 |
| 4. Middle and HS Homework and Class Participation | 56 | 79 | 76 | 84 | 71 | 78 |
| 5. All Participants Homework and Class Participation | 56 | 79 | 76 | 80 | 71 | 79 |
| 6. Elementary Student Behavior | N/A | 70 | NA | 69 | NA | 71 |
| 7. Middle and HS Student Behavior | 63 | 73 | 61 | 80 | 68 | 72 |
| 8. All Participants Student Behavior | 63 | 72 | 61 | 72 | 68 | 71 |

Source: Profile and Performance Information Collection System (PPICS)

OBJECTIVE 2: 21ST CCLC WILL OFFER HIGH-QUALITY ENRICHMENT OPPORTUNITIES THAT POSITIVELY AFFECT STUDENT OUTCOMES SUCH AS SCHOOL ATTENDANCE AND ACADEMIC PERFORMANCE, AND RESULT IN DECREASED DISCIPLINARY ACTIONS OR OTHER ADVERSE BEHAVIORS.

Table A14: Objective 2 – Academic Emphasis and Enrichment Activities

| | FY10 | | FY11 | | FY12 | |
|---|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State |
| % of Centers reporting emphasis in at least one core academic area. | 100% | 100% | 100% | 100% | 100% | 100% |
| % of Centers offering enrichment and support activities in other areas. | 100 | 100 | 100 | 93 | 100 | 95 |

Source: Source: Profile and Performance Information Collection System (PPICS)

Grantee #7492: Anchorage School District FY10 (4 sites)

OBJECTIVE 1: PARTICIPANTS IN 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS WILL DEMONSTRATE EDUCATIONAL AND SOCIAL BENEFITS AND EXHIBIT POSITIVE BEHAVIORAL CHANGES.

Table A15: Objective 1 – Annual Percent Improving

| | FY10 | | FY11 | | FY12 | |
|--|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State |
| 1. Elementary Reading | 33% | 33% | 12% | 13% | 34% | 37% |
| 2. Middle/High School Mathematics | NA | 44 | NA | 32 | NA | 34 |
| 3. Elementary Homework and Class Participation | 74 | 78 | 80 | 78 | 79 | 79 |
| 4. Middle and HS Homework and Class Participation | 50 | 79 | NA | 84 | NA | 78 |
| 5. All Participants Homework and Class Participation | 69 | 79 | 80 | 80 | 79 | 79 |
| 6. Elementary Student Behavior | 64 | 70 | 70 | 69 | 70 | 71 |
| 7. Middle and HS Student Behavior | 41 | 73 | NA | 80 | NA | 72 |
| 8. All Participants Student Behavior | 59 | 72 | 70 | 72 | 70 | 71 |

Source: Profile and Performance Information Collection System (PPICS)

OBJECTIVE 2: 21ST CCLC WILL OFFER HIGH-QUALITY ENRICHMENT OPPORTUNITIES THAT POSITIVELY AFFECT STUDENT OUTCOMES SUCH AS SCHOOL ATTENDANCE AND ACADEMIC PERFORMANCE, AND RESULT IN DECREASED DISCIPLINARY ACTIONS OR OTHER ADVERSE BEHAVIORS.

Table A16: Objective 2 – Academic Emphasis and Enrichment Activities

| | FY10 | | FY11 | | FY12 | |
|---|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State |
| % of Centers reporting emphasis in at least one core academic area. | 100% | 100% | 100% | 100% | 100% | 100% |
| % of Centers offering enrichment and support activities in other areas. | 100 | 100 | 100 | 93 | 100 | 95 |

Source: Source: Profile and Performance Information Collection System (PPICS)

Grantee #7553: Fairbanks North Star Borough School District FY10 (5 sites)

OBJECTIVE 1: PARTICIPANTS IN 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS WILL DEMONSTRATE EDUCATIONAL AND SOCIAL BENEFITS AND EXHIBIT POSITIVE BEHAVIORAL CHANGES.

Table A17: Objective 1 – Annual Percent Improving

| | FY10 | | FY11 | | FY12 | |
|--|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State |
| 1. Elementary Reading | 13% | 33% | 10% | 13% | 54% | 37% |
| 2. Middle/High School Mathematics | 37 | 44 | 16 | 32 | 28 | 34 |
| 3. Elementary Homework and Class Participation | 90 | 78 | 77 | 78 | 90 | 79 |
| 4. Middle and HS Homework and Class Participation | 74 | 79 | 69 | 84 | 67 | 78 |
| 5. All Participants Homework and Class Participation | 76 | 79 | 70 | 80 | 71 | 79 |
| 6. Elementary Student Behavior | 73 | 70 | 65 | 69 | 77 | 71 |
| 7. Middle and HS Student Behavior | 63 | 73 | 62 | 80 | 58 | 72 |
| 8. All Participants Student Behavior | 64 | 72 | 63 | 72 | 61 | 71 |

Source: Profile and Performance Information Collection System (PPICS)

OBJECTIVE 2: 21ST CCLC WILL OFFER HIGH-QUALITY ENRICHMENT OPPORTUNITIES THAT POSITIVELY AFFECT STUDENT OUTCOMES SUCH AS SCHOOL ATTENDANCE AND ACADEMIC PERFORMANCE, AND RESULT IN DECREASED DISCIPLINARY ACTIONS OR OTHER ADVERSE BEHAVIORS.

Table A18: Objective 2 – Academic Emphasis and Enrichment Activities

| | FY10 | | FY11 | | FY12 | |
|---|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State |
| % of Centers reporting emphasis in at least one core academic area. | 100% | 100% | 100% | 100% | 100% | 100% |
| % of Centers offering enrichment and support activities in other areas. | 100 | 100 | 100 | 93 | 100 | 95 |

Source: Source: Profile and Performance Information Collection System (PPICS)

Grantee #7554: Alaska Gateway School District FY10 (4 sites)

OBJECTIVE 1: PARTICIPANTS IN 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS WILL DEMONSTRATE EDUCATIONAL AND SOCIAL BENEFITS AND EXHIBIT POSITIVE BEHAVIORAL CHANGES.

Table A19: Objective 1 – Annual Percent Improving

| | FY10 | | FY11 | | FY12 | |
|--|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State |
| 1. Elementary Reading | 0% | 33% | 0% | 13% | 0% | 37% |
| 2. Middle/High School Mathematics | 0 | 44 | NA | 32 | NA | 34 |
| 3. Elementary Homework and Class Participation | 94 | 78 | 84 | 78 | 63 | 79 |
| 4. Middle and HS Homework and Class Participation | 65 | 79 | NA | 84 | NA | 78 |
| 5. All Participants Homework and Class Participation | 66 | 79 | 69 | 80 | 60 | 79 |
| 6. Elementary Student Behavior | 90 | 70 | 80 | 69 | 51 | 71 |
| 7. Middle and HS Student Behavior | 66 | 73 | NA | 80 | NA | 72 |
| 8. All Participants Student Behavior | 58 | 72 | 63 | 72 | 53 | 71 |

Source: Profile and Performance Information Collection System (PPICS)

OBJECTIVE 2: 21ST CCLC WILL OFFER HIGH-QUALITY ENRICHMENT OPPORTUNITIES THAT POSITIVELY AFFECT STUDENT OUTCOMES SUCH AS SCHOOL ATTENDANCE AND ACADEMIC PERFORMANCE, AND RESULT IN DECREASED DISCIPLINARY ACTIONS OR OTHER ADVERSE BEHAVIORS.

Table A20: Objective 2 – Academic Emphasis and Enrichment Activities

| | FY10 | | FY11 | | FY12 | |
|---|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State |
| % of Centers reporting emphasis in at least one core academic area. | 100% | 100% | 100% | 100% | 100% | 100% |
| % of Centers offering enrichment and support activities in other areas. | 100 | 100 | 100 | 93 | 100 | 95 |

Source: Source: Profile and Performance Information Collection System (PPICS)

Grantee #7555: Bering Strait School District (FY10) (2 sites)

OBJECTIVE 1: PARTICIPANTS IN 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS WILL DEMONSTRATE EDUCATIONAL AND SOCIAL BENEFITS AND EXHIBIT POSITIVE BEHAVIORAL CHANGES.

Table A21: Objective 1 – Annual Percent Improving

| | FY10 | | FY11 | | FY12 | |
|--|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State |
| 1. Elementary Reading | N/A | 33% | 0% | 13% | 25% | 37% |
| 2. Middle/High School Mathematics | N/A | 44 | NA | 32 | NA | 34 |
| 3. Elementary Homework and Class Participation | N/A | 78 | 97 | 78 | 97 | 79 |
| 4. Middle and HS Homework and Class Participation | N/A | 79 | NA | 84 | NA | 78 |
| 5. All Participants Homework and Class Participation | 85 | 79 | 92 | 80 | 98 | 79 |
| 6. Elementary Student Behavior | N/A | 70 | 98 | 69 | 95 | 71 |
| 7. Middle and HS Student Behavior | N/A | 73 | NA | 80 | NA | 72 |
| 8. All Participants Student Behavior | 84 | 72 | 92 | 72 | 91 | 71 |

Source: Profile and Performance Information Collection System (PPICS)

OBJECTIVE 2: 21ST CCLC WILL OFFER HIGH-QUALITY ENRICHMENT OPPORTUNITIES THAT POSITIVELY AFFECT STUDENT OUTCOMES SUCH AS SCHOOL ATTENDANCE AND ACADEMIC PERFORMANCE, AND RESULT IN DECREASED DISCIPLINARY ACTIONS OR OTHER ADVERSE BEHAVIORS.

Table A22: Objective 2 – Academic Emphasis and Enrichment Activities

| | FY10 | | FY11 | | FY12 | |
|---|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State |
| % of Centers reporting emphasis in at least one core academic area. | 100% | 100% | 100% | 100% | 100% | 100% |
| % of Centers offering enrichment and support activities in other areas. | 100 | 100 | 100 | 93 | 100 | 95 |

Source: Source: Profile and Performance Information Collection System (PPICS)

Grantee #8155: Mat-Su Borough School District FY10 (3 sites)

OBJECTIVE 1: PARTICIPANTS IN 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS WILL DEMONSTRATE EDUCATIONAL AND SOCIAL BENEFITS AND EXHIBIT POSITIVE BEHAVIORAL CHANGES.

Table A23: Objective 1 – Annual Percent Improving

| | FY10 | | FY11 | | FY12 | |
|--|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State |
| 1. Elementary Reading | N/A | 33% | NA | 13% | NA | 37% |
| 2. Middle/High School Mathematics | 71 | 44 | 61 | 32 | 78 | 34 |
| 3. Elementary Homework and Class Participation | N/A | 78 | NA | 78 | NA | 79 |
| 4. Middle and HS Homework and Class Participation | 89 | 79 | 94 | 84 | 84 | 78 |
| 5. All Participants Homework and Class Participation | 89 | 79 | 94 | 80 | 82 | 79 |
| 6. Elementary Student Behavior | N/A | 70 | NA | 69 | NA | 71 |
| 7. Middle and HS Student Behavior | 87 | 73 | 93 | 80 | 82 | 72 |
| 8. All Participants Student Behavior | 87 | 72 | 93 | 72 | 80 | 71 |

Source: Profile and Performance Information Collection System (PPICS)

OBJECTIVE 2: 21ST CCLC WILL OFFER HIGH-QUALITY ENRICHMENT OPPORTUNITIES THAT POSITIVELY AFFECT STUDENT OUTCOMES SUCH AS SCHOOL ATTENDANCE AND ACADEMIC PERFORMANCE, AND RESULT IN DECREASED DISCIPLINARY ACTIONS OR OTHER ADVERSE BEHAVIORS.

Table A24: Objective 2 – Academic Emphasis and Enrichment Activities

| | FY10 | | FY11 | | FY12 | |
|---|---------|-------|---------|-------|---------|-------|
| | Grantee | State | Grantee | State | Grantee | State |
| % of Centers reporting emphasis in at least one core academic area. | 100% | 100% | 100% | 100% | 100% | 100% |
| % of Centers offering enrichment and support activities in other areas. | 100 | 100 | 100 | 93 | 100 | 95 |

Source: Source: Profile and Performance Information Collection System (PPICS)